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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: (1) children's approaches to reading tasks; (2) methods of teaching word recognition to aphasic/severely language disordered students; (3) intentional forgetting in normal and reading delayed children; (4) learning activities of illiterate adults; (5) private reading clinics; (6) mental imagery and reading comprehension; (7) peer tutors for remedial reading students; (8) adult literacy programs; (9) psycholinguistically based reading programs; and (10) reading processes of poor and good elementary school readers. (MM)

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Remedial and Compensatory Reading Instruction:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1983 (Vol. 43 Nos. 7 through 12).

Compiled by the Staff
of the
ERIC Clearinghouse on Reading and Communication Skills

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

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A STUDY OF CHILDREN'S APPROACHES TO READING TASKS: A METACOGNITIVE PERSPECTIVE

Order No. DA8300037

BARAN, GERTRUDE B., ED.D. *The University of Rochester*, 1982. 143pp

A review of metacognitive theory and research suggests that such skills as predicting, planning, checking, and monitoring, with regard to problem-solving, are necessary for competent classroom performance (Brown and DeLoache, 1978). This investigation examines differences between typical and atypical (learning disabled) students' use and knowledge of the metacognitive skills described. Thirty-three students participated in the study: 14 from self-contained special education units, 8 who were mainstreamed but receiving reading instruction in a resource setting and 13 typical students from mainstream classrooms. The atypical students were designated as perceptually handicapped by school personnel and delayed in acquiring reading skills. The typical students were on or above grade level in reading and had no history of handicapping conditions. All subjects were male and had at least average intelligence. All subjects were from Primary 3-4 placements. Three measures were used to assess students' task related skills: behavioral observation of the subjects during reading tasks in the classroom, an individual interview about the subjects' knowledge of task relevant skills and a group attitude survey to examine the subjects' academic self-concept and school attitudes. It was predicted that atypical students would show fewer orientation to task behaviors and less knowledge about task appropriate strategies than typical students. Atypical students were expected to have lower academic self-concepts than typical students. The effects of classroom placement were examined with regard to orientation to task behavior, knowledge of task appropriate strategies and academic self-concept. In general, children with high levels of orientation to task skills were expected to have positive self-concepts and a working knowledge of task appropriate strategies. Results of the analyses provide data that typical and atypical students manifest different metacognitive skill patterns with regard to the classroom performance of reading tasks. Typical students used intentional planning statements in talking about their reading tasks; they were observed to persist on task with less out-of-seat and extraneous chatting behavior, they asked for less teacher help and were found to have somewhat higher academic self-concepts in general than the atypical students. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

AN EXPLORATORY STUDY INVESTIGATING TWO METHODS OF TEACHING WORD RECOGNITION TO APHASIC/SEVERELY LANGUAGE DISORDERED CHILDREN

Order No. DA8300126

DIMEO, JOHN FREDERICK, PH.D. *The University of Connecticut*, 1982. 144pp.

The purpose of this study was to determine if either of two methods of teaching word recognition would yield significantly higher word reading acquisition and retention scores in groups of aphasic/severely language disordered children. Individual behavior patterns exhibited by the subjects during their exposure to the two teaching approaches were also studied in an effort to formulate hypotheses for future research.

Two small group treatment methods were developed for use in this study. Method A (visual-kinesthetic) was based on the Fernald multisensory approach, and Method B (phonic association) was designed according to principles suggested by McGinnis and Spalding.

Subjects were twelve students, between the ages of 6.5 and 11.25, enrolled in a private rehabilitation center. Each had been diagnosed by the center's multidisciplinary team as having aphasia, and/or severe language disorders.

During two, four week training periods, subjects were taught words which could be pictorially represented from the Ayres Extended Word List. Using a Latin Square design, Group I was instructed first in Method A, followed by Method B, with Group II receiving instruction through the opposite order of presentation.

Subjects were tested for total percentage of words acquired and also for percentage of words retained two weeks after the completion of each training period. All data and observations were subjected to quantitative and qualitative/ethnographic analyses.

Results suggest that individuals diagnosed as aphasic/severely language disordered can acquire and retain sight vocabulary through both experimental methods. However, Analyses of Variance revealed no significant superiority of either approach with this population either for percentage of words acquired or of words retained after a two week period. The time during which instruction was received was found to have a significant effect on word acquisition performance with both groups acquiring a higher percentage of words during the first training period. This effect disappeared, however, when word retention was evaluated.

Performance with both reading approaches was found to be significantly affected by the degree of non-student behaviors exhibited by the subjects. One could not conclude, however, that non-student behaviors were the cause or result of reading difficulties.

THE ILLITERATE UNDERCLASS: DEMYTHOLOGIZING AN AMERICAN STIGMA

Order No. DA8301638

FINGERET, ARLENE, PH.D. *Syracuse University*, 1982. 405pp.

This is a study of competence and illiteracy. It is not the usual call-to-arms for a crusade against ignorance and injustice. Rather, it is an exploration of some of the implications of one deceptively simple promise: human beings inherently possess dignity, by their very nature of being human. Such a concept of dignity rests on the assumption of an intelligible social world, created through language, in which all participants are potent. Competence, in this study, refers to the extent to which illiterate adults are able to resist social pressures to see themselves as less than fully human, unable to claim full status as citizens, parents, and workers. Competent adults perceive their inherent dignity and engage in efficacious action in the social world.

The problematic nature of contemporary illiteracy is assumed to be self-evident; after all, research shows that there are between 50 and 60 million illiterate American adults. Illiterate adults are assumed to be "different" in some fundamental ways; they are depicted as separated from the social world. Previous research has been quantitative, primarily, reinforcing notions of social isolation.

Illiterate adults must be viewed within their own subcultural milieu, and their actions must be understood with reference to their own framework of meanings, attitudes, values, beliefs and traditions. Therefore, I use qualitative methods for this study. Data were collected in a northeastern urban setting; interviews and observations with 43 adults were conducted over a 12-month period in 1981 and 1982.

I find that illiterate adults live in an oral subculture and that they are potent. The literate society's traditional downgrading of the oral subculture, combined with assumptions of illiterate adults' functional disability and the stigma of ethnic and class differences all contribute to the reification of literacy and to the acceptance of ethnocentric stereotypes of illiterate adults.

Questions about literacy and illiteracy must be placed in a broad social perspective. Both literate and illiterate adults today are questioning the intelligibility of our shared social world. An approach to illiteracy must be framed by the larger issues of potency for all American citizens.

A FOLLOW-UP OF SECOND AND THIRD GRADERS WHO AT ONE TIME QUALIFIED FOR TITLE I INTERVENTION BASED ON DEFICITS IN READING AND MATHEMATICS

Order No. DA8306997

FLINTER, PAUL FRANCIS, PH.D. *The University of Connecticut*, 1982. 114pp.

Title I compensatory education programs for low achieving disadvantaged children have been operating since passage of the Elementary and Secondary Education Act of 1965. Yet in the last 17 years, educational research has ignored the possibility that the more academically impaired of Title I elementary students might have been candidates for nonconventional secondary school programs (special education, alternative high school or dropout).

The purpose of this study was to investigate the differences in secondary school placements between pupils who earlier were placed in Title I reading and math programs, on the basis of objective achievement testing, for two successive years (experimental sample) and those in such programs for one year (comparison sample).

The experimental sample (n - 65) and comparison sample (n = 65) were drawn from a population of 758 urban Connecticut children who received Title I reading and math intervention in grades 2 and/or 3 during the 1971-72 to 1975-76 school period. The follow-up conducted at the end of the 1980-81 school year located 108 subjects, 53 experimental subjects and 55 comparison subjects.

Five experimental hypotheses, based in expectancy theory, were tested regarding (a) former Title I children's overrepresentation in nonconventional secondary placements; (b) former Title I male subjects overrepresentation in nonconventional secondary placements; (c) the relationship between nonconventional secondary placement and low academic achievement during grades 2 and 3; (d) the relationship between length of Title I intervention and type of secondary placement; (e) grade 2 and 3 achievement variables' prediction of nonconventional secondary placement.

The study found both samples to be significantly overrepresented in nonconventional secondary programs. Males' representation had not changed from the original selection ratio. Low to moderate positive correlations were observed between nonconventional placements and low achievement in reading and math. No relationship was found between length of intervention and placement but trends were noted. Word analysis skills predicted secondary placement for experimental subjects while word analysis plus total math ability predicted the comparison subjects secondary placement.

The results corresponded with literature references that relationship exists between low academic achievement and changing educational status. Regardless of intervention, both samples equivalently taxed the school system for nonconventional programs.

THE DEVELOPMENT OF INTENTIONAL FORGETTING IN NORMAL AND READING-DELAYED CHILDREN

Order No. DA8308833

FOSTER, RENEE NORTON, PH.D. *The University of Utah*, 1983. 35pp. Chairman: James Richard Gavelek

The present study compared developmentally the cued forgetting of reading-delayed boys with that of their normal reading age mates. First-, third-, and fifth-grade boys were presented with picture slides of common objects which derived from six conceptual categories. Remember (R) or forget (F) cue slides, the duration of which was under subject control, followed each picture. Analyses of these cue durations and subsequent recall indicated that boys from all grades in both reading groups differentiated between R- and F-items. This differentiation increased both as a function of developmental level and reading ability and was manifest largely in the older and normal reading boys' enhanced R-item recall. However, reading-delayed boys also experienced a significantly higher level of F-item recall. These findings are contrasted with those of other studies which have concluded that reading-delayed children demonstrate the same developmental progression in the acquisition of memory strategies and their selective deployment as do normal children, but at a slower rate.

THE LEARNING ACTIVITIES OF ILLITERATE ADULTS

Order No. DA8228687

GILL, EVERETT, III, ED.D. *University of Georgia*, 1982. 95pp. Directors: Curtis Ulmer, Allen Moore

A series of depth interviews was conducted with 11 men between the ages of 25 and 50 for whom reading and writing are not usable skills and who have never participated in adult basic education. The qualitative research methodology known as grounded theory was employed to analyze the data and develop substantive theory concerning the learning activities of illiterate adults. The research procedure is described in detail.

The theory is presented both in terms of the life consequences of being illiterate and in terms of learning activity itself.

Three specific consequences of being illiterate are described. One is that a good memory is essential to the person who is unable to read. This need fosters a high degree of attentiveness in illiterate adults to what is going on around them. Their skill at memorizing has developed to a high degree.

A second consequence is that illiterate adults are required to rely heavily on themselves in all situations. This produces both a sense of cautious isolation that is reflective of the resourcefulness necessary to overcome their handicap. This sense of being on one's own is also reflected in a generally high self concept, particularly regarding their ability to do their jobs well and their ability to remember.

A third consequence of illiteracy has to do with the process of getting help in situations where reading is necessary. Illiterate adults may get help with or without disclosing that they cannot read. They may get help without disclosing their illiteracy by resolving the problem on their own, by asking for help without discussing their illiteracy, or by avoiding the situation altogether.

If illiterate adults perceive that it is in their interest to disclose their illiteracy they will not hesitate to do so. When the help of a reader is needed, illiterate adults will most often turn to the same person. This primary helper is someone who gives help in a manner which preserves the dignity and autonomy of the individual. . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

READING ACHIEVEMENT OF SELECTED ADULT STUDENTS ENROLLED IN A REMEDIAL READING PROGRAM WITH DIFFERING LEVELS OF SELF CONCEPT

Order No. DA8309275

JOHNSON, TOMMY K., ED.D. *The Florida State University*, 1983. 146pp. Major Professor: John H. Bolden

This study investigated self concept and reading achievement of experimental and control subjects. Experimental group utilized fourteen commercial cassette tapes entitled "Dynamics of Personal Growth and Motivation" as the treatment associated with 60 hours of remedial reading instruction. The control group was provided 60 hours of remedial reading instruction. Both groups were staffed with the same reading teachers. The design employed was a pretest and posttest control group with matching subjects

$$\begin{array}{l} R\ O\ X\ O \\ \hline R\ O\ \ \ O \end{array}$$

Subjects for this project were fifty-eight Caucasian males enrolled in a remedial reading program during the spring and summer of 1982. The population sample consisted of equal numbers of sergeants, corporals, and privates whose ages ranged from 17 to 29 years.

The investigator provided the orientation and the administration of the fourteen prerecorded taped counseling treatment sessions, in-treatment and post evaluations to the experimental group. The pre- and posttest of the Tennessee Self Concept Scale, and California Achievement Test were administered by classroom teachers and a test administrator.

Analysis of pretest-posttest Total Positive Scale, Self Criticism Scale, Self Satisfaction Scale scores, and Total Reading Achievement scores, obtained by administration of the Tennessee Self Concept Scale and the California Achievement Test (Form A and B), indicated significant differences (at the .05 level) in affective and reading achievement between the experimental and control subjects. No significant differences were identified between the two groups with low self concept as measured by the Behavior Scale score on the Tennessee Self Concept Scale and reading achievement.

AN ANALYSIS OF THE ORAL READING MISCUES OF LEARNING DISABLED FOURTH, FIFTH AND SIXTH GRADE CHILDREN TAUGHT READING BY THREE DIFFERENT INSTRUCTIONAL APPROACHES

Order No. DA8309661

KLIGMAN, PHILIP SIMON, PH.D. *Claremont Graduate School*, 1983. 107pp.

The purpose of the study was to compare the oral reading miscues of one group of fourth, fifth and sixth grade learning disabled pupils taught by a naturalistic, language-experience (LE), approach with two other groups of fourth, fifth and sixth grade learning disabled students taught by subject-matter approaches, namely, through the *Sullivan Programmed Reading* (SPR) and the *Engelmann Corrective Reading Program* (ECRP).

Fifteen subjects were tested over four bimonthly periods from October, 1981 to April, 1982. Each student was asked to read and retell a story at each session while being tape recorded. The tapes were replayed at a later date to confirm the researcher's worksheet notes. The *Reading Miscue Inventory* was used to produce a quantitative and qualitative analysis of the reader's semantic, syntactic and graphophonic miscues. The *Wide Range Achievement Test* was administered to establish approximate reading levels. Stories read were one year above those assigned to the student in class and selected from basal readers as well as from Goodman and Burke's *Selection of Readings for Taping*.

The results of the study indicated the *Engelmann Corrective Reading Program* had miscues of significantly "high" graphic and phonetic similarity and the *Language Experience* group demonstrated the largest significant difference in the "identical" category of grammatic similarity. The other categories showed no significant differences; they were: corrections, grammatical and semantic acceptability, meaning change, comprehension, grammatical relationships, retelling scores and the use of reading strategies.

It was concluded that *Language Experience, Sullivan Programmed Reading* and *Engelmann Corrective Reading Program* as instructional approaches to teaching reading were equally successful despite significant differences appearing in graphic, phonetic and grammatic similarity categories. The study supports the suggestion that naturalistic approaches to reading might be employed as effectively as other commonly used reading programs with learning disability students.

A DESCRIPTIVE STUDY OF PRIVATE READING CLINICS IN FIVE U.S. CITIES

Order No. DA8308399

KLINE, JANE EILEEN, PH.D. *University of Oregon*, 1982. 125pp. Adviser: Ruth Waugh

The purpose of this study was to investigate the development and implimentation of provate reading clinics in five U.S. cities. Personal visits and interviews were conducted at six private reading clinics. Data from twenty questionnaires, representing a 51% return rate were analyzed for descriptive information concerning the spatial and temporal arrangements, clientele, personnel, finances, materials and equipment, evaluation and diagnostic procedures and instructional approaches.

The data support these general conclusions. (1) Private reading clinics serve elementary school age students, adolescents and adults. The trend is toward increased servies for secondary school students and adults. (2) Adults participating in instruction are generally applying reading, study and organizational skills to materials pertinent to their particular field of work. (3) The majority of learners are receiving developmental, remedial or corrective instruction. (4) The major functions of private reading clinics are to diagnose learner needs, prepare specific instructional objectives and to provide reading instruction. (5) There are more part-time employees at private reading clinics than full-time employees. (6) Most employees of private reading clinics have bachelor's or master's degrees. (7) Most private reading clinics operate for profit. (8) Recommendations from satisfied patrons provide the greatest source of new clients. (9) The major sources of funds is fee for service paid by the client. Industrial employers often pay for reading instruction for employees. (10) Instruction usually takes place at the reading clinic. (11) Students are taught individually at most private reading clinics. Some clinics offer small group individualized programs. (12) Teaching to competency-based objectives using a direct teaching approach is an instructional strategy often used in private reading clinics. (13) Programs in private reading clinics are targeted toward a particular clientele.

A STUDY TO COMPARE THE EFFECTIVENESS OF FUNCTIONAL READING INSTRUCTION AND READING COMPREHENSION INSTRUCTION AT THE ROGER BROOKE TANEY JUNIOR HIGH SCHOOL

Order No. DA8229476

MARK, MARION THORPE, ED.D. *The George Washington University*, 1982. 102pp. Chairperson: Ruth Irene Peterson

This study investigated the comparative effectiveness of functional and comprehension reading instruction when applied to high- and low-scoring remedial seventh-grade students. The study was conducted as follows: Purpose and research hypotheses were established; the related literature was reviewed; an experimental plan was designed and administered to two groups of students; and the data were analyzed.

Thirty students in one group were labeled Functional Group, 31 students in another group were labeled Comprehension Group. The Nelson Reading Comprehension Test (A) was administered as a pretest. Using total group median scores, students were classified into low- or high-functional and low- or high-comprehension subgroups. The Functional Group was taught using only functional reading skills for six weeks and the Comprehension Group was taught using only reading comprehension materials for six weeks. At the end of this period, students took the Nelson Reading Comprehension Test (B) and the Maryland Functional Reading Test (MFRT).

The following four research hypotheses were tested: (1) There is a significant difference in reading achievement between comprehension and functional treatment groups, measured by the Nelson Reading Comprehension Test (B) with posttest scores adjusted for initial differences. (2) There is a significant difference in reading achievement between high-functional and high-comprehension treatment groups, measured by the Nelson Reading Comprehension Test (B) with posttest scores adjusted for initial differences. (3) There is a significant difference in reading achievement between low-functional and low-comprehension treatment groups, measured by the Nelson Reading Comprehension Test (B) with posttest scores adjusted for initial differences. (4) There is a significant correlation between percentile scores when comparing the results of the MFRT and the Nelson Reading Comprehension Test.

Findings showed Hypotheses One, Three, and Four were supported at the .05 level of significance. Hypothesis Two was rejected.

Results of this study indicate that reading comprehension treatment should be stressed over functional when instructing low-level readers and that the state of Maryland should compute a Pearson product-moment correlation between the MFRT and the Reading Comprehension section of the California Test of Basic Skills to determine whether the MFRT is redundant.

THE EFFECTS OF INDUCED MENTAL IMAGERY ON THE COMPREHENSION AND RETENTION OF CONTENT AREA MATERIAL: A STUDY CONDUCTED WITH HIGH RISK COLLEGE STUDENTS

Order No. DA8302275

NIST, SHERRIE LEE, PH.D. *The University of Florida*, 1982. 172pp. Chairperson: Ruthellen Crews

This study was undertaken to determine the effects of induced mental imagery on the comprenension and retention of content area material and to determine if one content area appeared more appropriate for the use of imagery than another.

The sample consisted of 41 high risk college students who were randomly assigned by classes to one of three groups: imagery, directed reading activity (DRA), or no instruction. The imagery group received two one-hour training sessions in imaging techniques. Over a five-week period all groups were given three 1,100 word content area passages to read, one from biological science, one from social science, and one from literature. The imagery group was given "warm-up" exercises and then was encouraged to use the imaging strategies. The DRA group received instruction with a traditional directed reading activity. The no instruction group received no guidance from the researcher.

Following the reading of each passage, all groups answered a series of 18 multiple-choice comprehension questions. One week following the initial reading of each passage, the groups took an 18-item retention test parallel to the comprehension test. An imagery questionnaire administered at the conclusion of the investigation sought to determine if subjects used the imaging strategies throughout the course of the experiment.

Data were analyzed using a split-plot repeated measures design with one covariate consistent across with all repeated measures. The imagery questionnaire was analyzed with a chi square test of significance.

While the results indicated a main effect for test, passage, and group, an interaction between passage and group was also present. Further analyses revealed that for high risk college students imagery was equally effective for the three types of content area materials and that those in the imagery group scored consistently hir/her than the two control groups on all passages. Analysis of the imagery questionnaire indicated that while all students tended to image spontaneously, they often did not image to their academic advantage. This finding further supports the importance of imagery training.

INCREASING COMPREHENSION THROUGH SPECIFIC SKILL INSTRUCTION, CLOZE PROCEDURE, AND DISCUSSION

Order No. DA8216671

ROGERS, EDWARD JAMES, ED.D. *University of Pennsylvania*, 1982. 100pp Adviser: Dr. J. Wesley Schneyer

Statement of Problem. A pressing problem in reading education is poor comprehension. Often students with seemingly good verbal abilities, backgrounds of information and word recognition skills complain of understanding little of what they read and retaining even less. The cloze procedure has been recommended as an instructional strategy for improving reading comprehension.

This study tested the proposition that cloze exercises with peer and teacher-led discussion of closures and the direct teaching of comprehension skills could combine effectively to help low comprehenders overcome their reading difficulties. A second concern was student improvement in study habits and attitudes.

Methodology. Eight classes (159 students) enrolled in *Developmental Reading I* at Indian River Community College on Southeastern Florida's coastline were collapsed into four treatment groups (each having students designated as low comprehenders or developmental readers).

The "Non-Equivalent Control Group" design was used with all students twice taking the *Davis Reading Test* and the *Survey of Study Habits and Attitudes*; a two way analysis of covariance was employed with a *SAS Program*.

During 18 hours of instruction and reinforcement, the students had practiced how to isolate details and recall specific facts, understand main ideas, make judgments, understand characters, draw conclusion, make inferences, retain concepts and organize facts, recognize tone, and appreciate literary forms.

Conclusions. The low comprehenders who were enrolled in the cloze/discussion group improved their scores in both reading comprehension and study habits and attitudes as did the cloze only, traditional/discussion, and traditional groups. However, this improvement was not statistically significant at the .05 level of confidence. Thus the cloze is as effective as more traditional programs and a viable alternative. Secondly, the effectiveness of cloze may vary among teachers.

Among Recommendations Given. To increase reading comprehension, cloze exercises should be combined with specific skill instruction and discussion of cloze answers while integrated into a balanced reading/study program.

Cloze researchers should investigate: (1) student and teacher attitudes toward cloze (2) student and teacher work habits and attitudes, styles and characteristics as they interface with cloze.

SYMBOL-WORD CORRESPONDENCE LEARNING AND SPELLING-SOUND CORRESPONDENCE KNOWLEDGE IN NORMAL AND DISABLED READERS

Order No. DA8302004

SAVAGE, PAULA LEE, PH.D. *University of Minnesota*, 1983. 151pp.

Two studies were conducted in order to test the psychological relevance of the dimensions of consistency and conditionality for the acquisition of spelling-sound correspondence knowledge in normal and disabled readers. In Study I, groups of readers were compared on a paired associate learning task employing sets of symbol-word correspondences which varied on the operationally defined dimensions of consistency and conditionality. Learning outcome differences were found between normal and disabled readers when a symbol-word correspondence set contained a conditional relationship (i.e., a rule), but were not found when no rule was present within a set. Limited support was also found for the notion that the addition of an element of inconsistency into an already complex task (i.e., one which contains a rule) has an adverse effect on the learning of disabled readers.

In Study II, groups of readers were compared on a pseudoword decoding task in which spelling-sound correspondences were also classified on the dimensions of consistency and conditionality. Disabled readers performed less accurately on the decoding task than same age normal readers and same reading grade level normal readers. Data also suggested that all groups had less difficulty decoding unconditional than conditional correspondences. Results regarding group differences on the consistency and conditionality dimensions in Study II were problematic. Possible explanations were offered.

The findings in the dissertation offered indirect support for Morrison and Manis's (1982) proposal that disabled readers fail to acquire knowledge about words, particularly knowledge about spelling-sound correspondences, because of a difficulty in learning complex rule systems. Suggestions for future research on the proposal were offered.

A MODEL FOR PROGRAM DEVELOPMENT AND EVALUATION OF PRIVATE READING CLINICS

SEAT, KAREN WELLMAN, ED.D. *University of Southern California*, 1982. Chairman: Professor Charles M. Brown

Many private reading clinics have come into existence in recent years to meet the needs of the increasing number of children for whom supplemental reading instruction has been sought. Vast differences exist among these clinics in terms of instructional programs and operational procedures. The purposes of this study were: (1) to develop from the literature an evaluation tool which can be used to develop reading clinic programs and policies; to select private remedial services; and (2) to apply the tool to a group of private reading clinics.

A model for program development and evaluation was formulated incorporating clinical program components, personnel policy, physical environment, and clinic relations and business policy. Directors of private reading clinics in San Diego County who indicated an interest in study participation received a questionnaire which had been developed from this model. Responses were analyzed from the standpoint of (1) degree to which the clinics' aggregate responses for each item conformed to the model, and (2) degree to which responses of the individual clinics conformed to each of the model's four major components.

Among the findings were the following: (1) Education and training of clinic directors more nearly conformed to the model than did that of other staff. While initial diagnosis was shown to be most often the sole domain of the director and thus tended to conform to model criteria, ongoing diagnosis, remediation and evaluation were often handled by staff, including paraprofessionals, whose backgrounds did not meet these standards. (2) Professional growth and leadership practices of directors reflected a high degree of involvement in educational self-betterment and community leadership. Most support staff were not involved with community education and depended upon inservice provided by the clinic for their continuing education. (3) Policy of most clinics conformed to the model in regard to use of other professionals for consultations and referrals, provision for comfort and efficiency in the clinic facility, handling of confidential information, relations with schools, and advertising. Few conformed in regard to research roles, fee structuring, and billing practices.

Where individual clinic policy was examined, distinct differences among clinics could be seen within the major components of the model.

THE EFFECTS OF A PEER TUTOR AND A PEER MODEL ON THE READING SELECTION RESPONSES AND READING COMPREHENSION RESPONSES OF REMEDIAL STUDENTS

Order No. DA8304058

SHANLEY, DEBORAH ANN, ED.D. *Columbia University Teachers College*, 1982. 119pp. Sponsor: Professor R. Douglas Greer

Two experiments were conducted to compare the effects of a peer tutor and a peer model on the reading selection responses and the reading comprehension responses of remedial students. Experiment I had five phases, No Model, Model Only, Model Reinforced, No Model and Rotated Model. There were no increases in the daily number of intervals read by the students or in the daily number of correct reading comprehension responses. Experiment II had five phases, Tutor, No Tutor, Tutor, No Tutor and Rotated Tutor. The mean number of intervals read decreased and the mean daily number of correct reading comprehension responses. Both the peer model group and the control group showed significant pretest-posttest gains on the reading comprehension subtest of the Gates-MacGinitie Reading Test. There were no pretest-posttest gains obtained by the tutor group.

THE CHOICE OF A LANGUAGE FOR ADULT LITERACY PROGRAMS: A GUIDE FOR DECISION MAKERS

Order No. DA8310334

SHAW, WILLARD DAVID, ED.D. *University of Massachusetts*, 1983. 263pp. Director: Professor Horace Reed

This study is a comprehensive, interdisciplinary analysis of the problem of choosing a language for use in adult literacy programs in multilingual settings. It seeks to identify and describe the major factors that need to be considered in the decision-making process.

Chapter I presents the goals and design of the study. Chapter II traces the language choice question from the early days of writing through the Unesco-led efforts to reduce illiteracy. Drawing upon the reported results of many projects, Chapter III identifies and describes five language policies often used in adult literacy programs.

The heart of the analysis is contained in Chapters IV-IX which look at the question from six perspectives: linguistic, socio-cultural, pedagogical, psychological, economic, and political. Each perspective identifies and discusses major factors affecting the decision and concludes with a list of some general characteristics of the languages that would best meet the concerns of that perspective.

The final chapter suggests that there are three crucial factors that should be the core of any language decision: the role of languages in the target environment, the goals of the program, and the goals of the learners. It recommends that such decisions be made at the local level through a negotiation process between program planners and learners which balances the three crucial factors. It concludes that there is a need for programs to use "functional languages"--ones that meet the needs of the program and, most importantly, the literacy needs of the learners.

A DESCRIPTION OF THE CHANGE IN READING PROFICIENCY, MODEL OF READING, AND READING BEHAVIOR OF COLLEGE STUDENTS AFTER INSTRUCTION IN A PSYCHOLINGUISTICALLY-BASED READING PROGRAM

Order No. DA8310358

SHELTON, ROSEMARY RIGGEN, ED.D. *University of Missouri - Columbia*, 1982. 154pp. Supervisor: Peter Hasselriis

Purpose. The purpose of this study was to determine if a semester of psycholinguistically-based reading instruction could increase reading proficiency for a select group of college students. The subjects' theoretical models of reading, degree of reading proficiency, and attitude toward reading were described before and after the semester of instruction. This analysis was conducted with six college students who were enrolled in a developmental reading program.

Procedure. The six readers were chosen because they answered "no" to the question "Do you think you are a good reader?" Data were collected at the beginning and end of the semester.

The semester of instruction was psycholinguistically-based. Reading theory was presented to the students. Study/reading techniques such as SQ4R (Watson, 1979), ReQuest (Manzo, 1968), and REAP (Eanet and Manzo, 1976) were used with the textbooks from courses in which the students were currently enrolled. Activities which encouraged reading, writing, listening, and speaking were emphasized.

Results and Conclusions. The subjects' oral reading was analyzed using the Reading Miscue Inventory developed by Goodman and Burke in 1972. Retellings from the oral reading were analyzed by the researcher. Two scores were determined for each student at the beginning and again at the end of the semester. The first score, the Comprehending Score, determined the concern for meaning while reading (Goodman, 1976). The second score, the Retelling Score, was a post-reading measure of comprehension. A comprehension percentage from cloze tests given at the beginning and end of the semester was obtained. Based upon these scores and records kept throughout the semester, it was determined that the reader with the greatest proficiency and the two readers with the least proficiency made the least gains. The three remaining readers made the greatest gains on Retelling and Comprehending Scores.

The subjects' theoretical models of reading were determined at the beginning and end of the semester. The three students who did not adhere to a whole language model of reading at the beginning had adopted this model at the end. It was determined that all subjects had developed a more positive attitude toward reading.

MODIFICATION OF A DICHOTOMOUS TACTILE STIMULATION TECHNIQUE FOR LEFT AND RIGHT HEMISPHERIC SPECIALIZATION IN NORMAL AND DYSLEXIC READERS

Order No. DA8309633

SNYDER, MARILYN TERESE MUELLER, ED.D. *Ball State University*, 1982. 129pp. Adviser: Dr. Wyman Fischer

The present study was designed to investigate the relationship of inferred hemisphericity for spatial and verbal processing in normal and dyslexic male readers using a dichotomous tactile stimulation technique. The study was a modification of Witelson's (1974; 1976) studies using non-verbal (shapes) and verbal (letters) stimuli. An additional verbal (objects) task, in which subjects recognized and verbally reported the object's use, was devised specifically for the study.

One purpose of the study was to determine whether older normal readers would differ from dyslexics of the same age and younger normal readers on their accuracy of recognition of stimuli. Another purpose was to examine the differences between left and right hand responses to the verbal tasks (letters and objects) to determine if the objects task was a better measure of verbal or left hemispheric functioning than the letters task.

Subjects were right-handed males who demonstrated average or above average intelligence and manifested no sensory impairment or primary emotional disturbance. Older normal readers and dyslexics were 9 to 13 years while younger normal readers were 5 to 7 years old. A total of 66 subjects qualified for and completed the study.

Analysis of variance was employed to test the main hypothesis using a three-factor design with repeated measures on the same subjects (Winer, 1971). No differences were found in the accuracy of response among groups suggesting greater within than between group variance. A significant Task x Hand interaction ($p < .05$) was explained by greater inferred right hemisphere involvement in the processing of the shapes and letters tasks while greater inferred left hemisphere involvement in the processing of the objects task was confirmed for the normal groups. Dyslexics, however, demonstrated more inferred right hemisphere involvement for all the tasks (shapes, letters and objects) suggesting the use of a spatial-holistic cognitive strategy for stimuli whether non-verbal or verbal.

MONITORING OF UNDERSTANDING: AN INVESTIGATION OF GOOD AND POOR FIFTH- AND EIGHTH-GRADE READERS' KNOWLEDGE AND REGULATION OF THEIR READING PROCESSES Order No. DA8229742

WAYNANT, PRISCILLA PILSON, PH.D. *University of Maryland*, 1982. 173pp. Supervisor: Dr. Ruth Garner

A recent research interest in reading is metacognition. Researchers have been prolific in this area in an effort to demonstrate that the ability to monitor one's understanding is developmentally constrained, that good readers can monitor their understanding better than poor readers, and that metacognitive research can be approached from two vantage points: the *knowledge* about reading processes and the *regulation* of one's reading processes.

The purpose of this investigation was to conduct a synthesis study incorporating many of the methodological suggestions discussed in earlier research on metacognition and reading. An error-detection plus interview method were devised.

Specific research questions were: (1) Will there be differences between subjects in their ability to note inconsistencies within narrative discourse? (2) Will there be differences between subjects in their scores on an awareness-of-understanding interview? (3) Is there a relationship between scores on an awareness-of-understanding interview and scores on noting inconsistencies in narrative discourse?

The methodological objective of this study was to combine two focal points of metacognitive research, the interview and the intervention (error-detection) task. A sample group of 120 subjects (good and poor fifth- and eighth-graders), selected from three suburban parochial schools, was assessed for their *knowledge* (interview) and their *regulation* (error-detection task) of their reading processes. The subjects were individually interviewed and randomly assigned to two narrative passages, each embedded with a text-comprehensibility error. The subjects were directed to read silently and were then asked to comment on the comprehensibility of the assigned passage at which time they noted or did not note the text inconsistency spontaneously or with attentional assistance probes.

Analysis of variance results showed significant differences between developmental groups and reader-proficiency groups on both the monitoring task and the awareness-of-understanding interview with good readers and older readers responding significantly better than the poor readers and younger readers. There also was a significant correlation between the scores on the interview and the scores on the monitoring task.

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